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ABSTRACT

In a review of the development of teacher education since World War II, the author identifies six major crests: 1) identification of teacher education as an appropriate and important function for all types of higher education institutes; 2) structuring a national association of higher education institutions committed to improving teacher education; 3) acceptance of the shared responsibility for teacher education by higher education, teachers, and the public; 4) development of a cadre of professionals trained to meet the expanded demands of teacher preparation; 5) the joining together of academicians and pedagogues to meet the needs of prospective teachers; and 6) expansion of governmental involvement in teacher education. Now we have reached a point where the supply of teachers exceeds the demand, and there is a need for a new, long look at teacher education and the formulation of new roles. Some targets for future professional action are teacher renewal sites and teacher centers, built on the concept of using schools and communities as proper partners for colleges and universities, the consortium approach to teacher education, greater involvement of colleges in the community, more feedback from teachers to their former colleges, the development of greater sensitivity to different cultures, performance-based teacher education, and improved accreditation prccedures. (MBM)

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3th Charles W. Hunt Lecture

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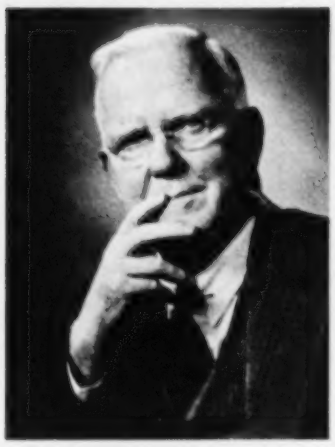
CHARLES W. HUNT—The Lectures and the Man



Through the Charles W. Hunt Lecture, given at each of the Annual Meetings of the American Association of Colleges for Teacher Education since 1960, AACTE proudly acknowledges it debt to this educational statesman.

At age 91, Charles Hunt represents a living tie to the past. However, those who know Dr. Hunt know him for his future orientation. Though he has spent most of his professional life as an administrator, he rightly insists on identifying himself as a teacher. His infectious enthusiasm for life and his championing of the God-given right of every individual, young or old, to develop to his maximum potential are qualities which have always marked his commitment to the preparation of teachers. His enthusiasm and determination to move ahead in reshaping teacher education and his skill in firing up others to do so are in the best tradition of the good teacher.

Those who are just beginning to examine the close and necessary relationship between teacher education and the community can take much encouragement from this senior education leader. As an early practitioner in teacher education, he was wise enough to view the community not only as a laboratory, but as a source for ideas and support. As a teacher, communicator, and an agent for change, one who "shook the ideas and structure" of teacher education, Charles Hunt has built a model that will serve future professionals well.

In honoring a good friend and colleague, the AACTE—which is in reality a body of professional men and women representing their

institutions—vigorously commits itself to the problems of this still young and critically important sector of education. Just how young can be seen when one realizes that everything of importance in the history of organized teacher education has happened in the lifetime of Charles Hunt.

Born in Charlestown, New Hampshire, in 1880, Charles Wesley Hunt was educated at Brown University (A.B. 1904) and Columbia University (A.M. 1910, Ph.D. 1922), all the while teaching English in New England and New York until he began a supervisory career in 1910.

The Lecture Series was conceived as a professional tribute to the years of leadership and service which Dr. Hunt has given to education as a teacher, a university dean, a college president, and as secretary-treasurer of AATC, then AACTE, and now as consultant to the Board of Directors of the Association.

EDWARD C. POMEROY, Executive Director, AACTE

This year's search for a distinguished Hunt lecturer was made easy for the Association's President Nathaniel H. Evers. The choice of Edward C. Pomeroy was both appropriate and felicitous since 1972 marks the start of his third decade of service to the AACTE.

Friends and associates know AACTE's executive director to be a low-profile leader; he has always sought to make *others* visible in a dedicated effort to see teacher education issues explored, aired, and acted upon.

Twenty years ago Edward C. Pomeroy made a commitment to himself to help develop AACTE into a teacher education service agency that would focus national attention on the needs and concerns of its institutional membership.

He came to the Association with the thrust of his life's work already clearly defined. A product of the public schools of his native Westfield, Massachusetts, he earned his A.B. at the American International College in Springfield, staying on there as assistant to the president until 1943.

Then, commissioned an ensign, he served with the United States Navy in the Pacific theater during World War II.

He took up his studies again at Teachers College, Columbia University, earning his M.A. in 1947 and his Ed.D. in 1949. Once more he was invited to stay on and he remained as assistant to the general secretary of Teachers College until 1951.

Dr. Pomeroy began his professional connection with AACTE as associate secretary in

1951 and served as executive secretary (now executive director) from 1953 to the present. He has watched AACTE grow from 256 institutional members and a small suite of offices in Oneonta, New York, to its present strength of more than 850 members, 4,000 representatives, and an annual budget of over a million dollars.

Dr. Pomeroy speaks of himself unabashedly as an "educational bureaucrat," pointing out that without a "power base" in the nation's capital and a professional staff to man its headquarters, teacher education would not have the voice and the weight needed to deal with education issues on the national scene today.

If the American Association of Colleges for Teacher Education has succeeded in building a national view of teacher education, if it has provided a forum where teacher educators can say what's on their collective mind, Edward C. Pomeroy has had a major role in bringing that about.

Trenton State College, N.J., awarded him a Litt. D. in 1961, as did Eastern Kentucky State College in 1968, and he served as alumni trustee of American International College. Presently a trustee of Temple Buell College, he is a consultant to the Council on Instruction and Professional Development of the National Education Association and the National Council for Accreditation of Teacher Education, and a member of the National Education Association and the American Association of School Admininistrators.

BEYOND THE UPHEAVAL

Edward C. Pomeroy

The Thirteenth Charles W. Hunt Lecture

Presented at the Twenty-fourth Annual Meeting of the American Association of Colleges for Teacher Education Chicago, Illinois February 23, 1972

We have been fighting the battles of teacher education, one at a time, for so long, we sometimes tend to overlook the terrain we have covered. But I have not come here to recount the accomplishments we have logged in the past twenty years of my involvement, just to survey a bit, and maybe to map the next battles.

We teacher educators have been under pressure to supply more and more for so long, we sometimes forgot what it was we were supplying more and more of. But despite all our gains, teacher education is still embattled. Why is this?

The education of teachers continues to be an issue of importance; the teacher as motivator of students, as planner of studies, and as guide for the future remains the critical element in the success of every great educational enterprise. Is it so surprising, then, that we are at odds about how best to prepare him? The role of the teacher changes as new insights into learning are gained, as new research and innovative programs become operational, and as differing needs of society become apparent, but the value of teachers qualified to perform their roles with students remains a constant.

Since the preparation of teachers is a continuing necessity from one educational innovation to the next, teacher education must be seen as a future-oriented undertaking. It is a field of activity that deals with change, modifies itself by change, and flourishes through change. We are, in fact, a profession of change.

In focussing my own thinking, I have identified some six major crests in the upheaval in teacher education during the twenty years following World War II. I would characterize as of lasting importance the following:

1. Identification of teacher education as an appropriate and important function for all types of higher education institutes and not just for specialized institutions

2. Structuring of a national association of higher education institutions committed to improving teacher education, supported by cooperative institutional initiative and administered by professional staff

3. Acceptance of the shared responsibility for teacher education by higher education, teachers, and the lay public, as evidenced by a broadly based accreditation program

4. Development of a cadre of professionals equipped by training and experience to meet the expanded demands of teacher preparation

5. Joining together by academicians and pedagogues in cooperative approaches to meet the needs of prospective teachers

6. And lastly, expansion of governmental involvement in teacher education, particularly at the federal level, with all its new opportunities and resources as well as new problems.

Teacher education during this period,

while essentially an exclusive function of higher education, was one that is not even now fully developed on college and university campuses. The late 1940's witnessed the gradual recognition of the fact that preparing teachers is a vital undertaking requiring wide-based planning and the employment of the resources of all contributing institutions and organizations. Breaking away from the concept of teacher preparation as the prerogative of narrowly based and frequently poorly supported normal schools and teachers' colleges was a fundamental change that has had great meaning for our schools and our profession. Charles Hunt, in his report as secretary of the American Association of Teachers Colleges for 1947, demonstrated the direction of his leadership when he wrote:

> We prepare teachers for the common schools. If we include all that rightly falls under that heading, in the years ahead we shall have the kind of quality professional school to serve the students and the community that has not yet been seen on this continent. To build that school is our job. No one else will do it, either in the quality or quantity required. How can we do it? I know of campuses where there are promising beginnings. But we shall none of us get there so well by ourselves. Association is necessary. What kind shall it be?[1]

Teacher educators took up Dr. Hunt's challenge to broaden their professional association twenty-five years ago. In 1948 the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in Metropolitan Districts joined with the American Association of Teachers Colleges to form the American Association of Colleges for Teacher Education.[2] The same year saw the establishment of the Committee on the Coordination of Collegiate Problems in Teacher Education, which included the Association of Student Teaching, the National Society of Professors of Education, and the American Association of Teachers Colleges. The publication by AATC in 1948 of *School and Community Laboratory Experiences*[3] made tangible the close working relationship between ATE and AACTE, as we now know them. The publication also marked a high point in our professional literature, recognizing as it did the special value of the relationship between the school and the college in the task of preparing teachers. That notion is still central to teacher education today.

The year 1948 also saw the employment of the first full-time, professionally prepared staff member by AACTE, Dr. Warren Lovinger. This marked a first step toward providing professional leadership and management in coordinating AACTE's cooperative approach to the development of teacher education.

In the fall of 1951, when I joined the Association's staff, the membership of AACTE numbered 256 colleges and universities. An ambitious program of visitation was about to get underway. This effort focussed on the application

of standards for teacher education which had been studied and revised with wide involvement and great care after the associational merger. These standards were developed as criteria for evaluation of collegiate institutions by the AATC. They provided all types of collegiate institutions with a common experience which would make possible a unified national association. At the same time, evaluations based on these criteria proved to be useful guides for the public in identifying programs of teacher education of high quality.

Ways and means were also being sought to involve practicing teachers in evaluating the effectiveness of teacher education. Discussions, spurred by NCTEPS of the National Education Association, eventually led to the establishment of the National Council for Accreditation of Teacher Education in 1953, but not without lengthy debate and negotiation. Thus, a widened base for evaluating teacher education became a reality in 1954, when the new Council took over accreditation responsibilities from AACTE. The early days of the Council were marked by hard work and bitter debate. Not until the mid-1960's could teacher educators feel assured of the Council's viability.

Teacher education grew in significance and strength because of NCATE. First, it made teacher education felt in the halls of higher education. When the National Commission on Accrediting officially recognized NCATE as the agency to evaluate collegiate teacher education, the program's stature had been established. Second, the principle of shared responsibility for the education of teachers was officially established, even though the role of the practicing teacher was at first a modest one. Third, the lay public as a concerned and contributing partner was clearly acknowledged. While it is true that the actual role of the National School Boards—representing the consumers of education—has not yet been of critical significance, the principle of their involvement has been established.

Since 1954 cooperative efforts in accreditation have provided the major, nationally visible relationship between the organized teaching profession and the colleges and universities; in the future it will be of increasing importance.

For AACTE the transfer of accreditation responsibilities opened up new avenues of service. Released from its role as an evaluatory agency, AACTE plunged into the task of stimulating improvement in collegiate teacher education programs. Higher education staffs were quick to grasp the opportunity provided by the national organization for cooperative efforts to improve their offerings. In the decade from 1954 to 1964 the number of collegiate institutions which joined in this national effort more than doubled. With the bitter accreditation disputes of the 1950's behind them, colleges and universities joined hands in the common cause of teacher

education. The coalition of institutions that evolved is unique in American higher education. In no other national effort, either before or since, have so many kinds of institutions of higher education—big and small, rich and poor, prestigious and developing, public and private, secular and religious—institutions serving all segments of America's diverse populations, come together for a common purpose in such substantial numbers. This movement built itself on individual institutional initiative with little outside support. It is my belief that teacher education has contributed uniquely to welding together a higher education system in America. The colleges and universities, the organizations and agencies which were involved in this critical period in our educational history were animated by men and women of exceptional leadership and professional competence. Many of us here have worked hand in hand to implement the forward-looking movements of these past years. It has been an "all hands" task for professional commitment.

It would be easy to gloss over the heated debates between the academicians and the so-called "professional" educators. All too frequently there were misunderstandings, jealousies, and competition, triggered by the growing impact of accreditation and teacher preparatory programs. James Conant reported he had much to criticize strongly on both sides of the fence that separates faculties of education from those of arts and sciences.[4] Obviously, without the resources of each field's professional competence, without the cooperation and integration of these fields, effective teacher education is impossible.

Efforts by the National Commission on Teacher Education and Professional Standards helped to reconcile the differing positions, spurred on by the elementary and secondary school teachers' desire for educational change. T. M. Stinnett reported that teachers

> . . . began to sense that there were great resources among the scholars in the various disciplines which would greatly strengthen the drive for revision and refinement. And most significant of all, they came to believe that for the first time these scholarly groups were really interested in helping.[5]

Constructive efforts to build bridges between these widely differing positions became more frequent in the 1960's. Campus discussions, regional workshops, and national conventions provided forums for all to participate in.

In 1964 the AACTE moved to include representation of academic faculties when it expanded the number of official institutional representatives from one to three and asked that at least one represent a "teaching" field.

Another key element in teacher education has been the role of state governments. State certification officers, organized in the National

Association of State Directors of Teacher Education and Certification (NASDTEC), have been increasingly concerned with the quality of college and university programs of teacher education. The important role of state departments of education was recognized in the restructuring of national accreditation through NCATE.

The entry of the federal government on the scene provided a new and critically important element in teacher education. The National Defense Education Act, the Higher Education Act, and the Education Professions Development Act have had a very great impact. What began as a source of new funding for research and study has been responsible for setting new sights for all of us. Federally funded programs, such as Graduate Fellowships for Experienced School Personnel, Regional Educational Laboratories, and Educational Resources Information Centers (ERIC), have stimulated new approaches to problems of education. Federal involvement has turned the nation's focus on such special educational problems as the urban schools and the needs of the disadvantaged young.

In *Teachers for the Real World* B. Othanel Smith wrote:

> Teacher education is at a critical point in history. There is now enough knowledge and experience to reform it, to plan a basic program of teacher education for an open society in time of upheaval. But if this knowledge and experience are dissipated in prolonged discussions of issues, doctrines, and tenets leading only to more dialogue, instead of a fundamental program of education for the nation's teachers, teacher education is likely to fragment and its pieces drift in all directions.[6]

Federal accomplishments were, and continue to be, of vital importance in the renewal of teacher education. Edwin P. Adkins correctly identified its significance in 1966:

> . . . it seems clear that a new establishment has been, or is in the process of being born; and this new establishment is located at the federal level, with billions to spend, and the political power to make ideas stick . . . At this point I am neither condemning nor praising; I am merely saying that the new establishment is there and that we must deal with it.[7]

The federal government's role looms increasingly large in the future of teacher education. The specific developments I have cited occurred in the context of the social and economic upheaval following World War II. They had great impact on education and, as we have noted, on teacher education. The moment had arrived when "the flux was in full flow"; actions and accomplishments were realized during that period that have far-reaching implications for tomorrow's developments in teacher education.

Before examining with you the possible developments of the future and the goals we might reasonably set ourselves for shaping those developments, let me recapitulate. In seeing how far we have come, before noting how far we must still go, I have identified six crests of the upheaval through which we have passed in the

last twenty or more years. As a result of these upheavals:

- Teacher education is now firmly identified as the proper business of all types of institutions of higher learning.
- A professionally administered structure has been born out of cooperative institutional initiative to channel the desire of these institutions to improve teacher education.
- A broadly based accreditation program recognizes the shared responsibility of higher education, teachers, and the public for the improvement of teacher education.
- A cadre of professionals is now equipped by training and experience to meet the expanded demands of teacher preparation.
- Progress in the joining together of academicians and pedagogues to meet the needs of prospective teachers has been effected.
- And, lastly, expanded governmental involvement, particularly on the federal level, is here to stay, bringing with it additional resources, new opportunities, and, yes, new problems.

These developments did not take place in a vacuum. Everything around us was changing and so was teacher education. The *rapidity of change* was startling even to those students of society and technology who had been speaking so cogently and for so long about its omnipresence. This was true in all fields, not just education. The swelling population made sore demands on the supply of teachers.

The need to catch up with the demands for more schools, more educational opportunity, and thus more trained personnel, was pressed on us from the media, the public, the pulpit, the legislators. To respond while simultaneously undergoing vital internal changes, teacher education was called upon to go the "extra mile."

Our population had not only increased in size but had shifted its composition and location. Coupled with the growing urbanization of our nation went the realization that the fruits of American life are not available to all of our citizens, that many of our institutions, including our schools, are engaged in practices that are racist in nature.

The schools became the center of expectations and, then, of smouldering frustration. They were expected to provide upward social mobility for a restless youth in its search for a meaningful life. All of this, in a world of uncertainties. Everyone was looking for reassurance and direction for lives that had suddenly become unhooked. Teachers and teacher educators who, a few years before, had been struggling for some attention were finding themselves suddenly center stage. The call was loud and clear; schools were not meeting the needs of our urban communities; students were turned off by the irrelevance of curriculums earlier deemed acceptable. The demand for more stringent academic programs occasioned by Sputnik's success in 1957 was soon overshadowed by the growing demands of the disadvantaged for

programs geared to their development as effective persons.

Our professional and personal lives have been a part of this change. We have felt its impact upon the educational mission to which we and those we represent have devoted our professional lives. We have witnessed the effects of these uncertainties and these frustrations on our families, our colleagues, our students, and ourselves.

Undoubtedly we live in one of the great revolutionary times in the history of the world. Education—the development of people and the cooperative approach to solve personal as well as national and international problems—would seem to be the best hope of man as he recharts his course in the wake of upheaval. What can we as teacher educators do? What is our role and how are we to commit ourselves for tomorrow if our society is to renew itself? These are the questions for which we must have some answers, for we are the ones who have seen the light in a child's eyes when he responds to a skilled teacher. We know its importance.

Let us consider our responses.

As a beginning, let us not panic in the face of problems of the moment. If we are to provide long-range help in the reordering and renewing of education we have to squarely confront the complex issues and act rationally and effectively. *The past has proved we can.*

The oversupply of teachers and the tightening of budgets, coupled with demands for new approaches to the preparation of educational personnel, have eroded many an institution's depth of commitment to teacher education.

That such reviews are taking place is a matter of great importance. The future in teacher education is not going to be, tomorrow any more than it was yesterday, a field for the faint of heart. It is not for bandwagon riders. It is for people and institutions with potential for follow-through and the long pull.

Be visionary in goals of quality and effectiveness but be at the task of seeking the best roads to those goals. You who are here in Chicago this week are the valued core of professional men and women with the intellectual training and practical professional experience that constitute a great social and educational resource for our nation.

The current abundance of teachers—overall, but not in all fields—begs for the long look in teacher education. That there are more teachers in 1971 and 1972 than there are positions for them to fill points clearly to the convergence of many factors, not least of which is the revolt of the taxpayers in meeting the money demands for education. But let us not lose sight of our failure to read the signs in years past which were pointing to today's problem. The declining birthrate, the growing holding power of the teaching profession as a result of improved salaries and working conditions for teachers, and, above all, the increasing

commitment of teachers to their careers as professional men and women, all have been part of the scene in education for a number of years. In most instances those of us in positions of leadership have not acted on the signals. The oversupply of the moment is likely to be a passing phenomenon as readjustments in education and the economy take place. Regrettable as it is, the lack of professional opportunities for beginning teachers marks an accomplishment for teacher education we have all been working for since the end of World War II. I mean, of course, a balance between the supply and demand of new teachers. We have been playing "catch up ball" for twenty years. With this sort of "game plan," is it any wonder that strategy and the formulation of new roles recived scant attention?

It is my belief that we have reached a new plateau in the preparation of educational personnel in America today. This comes after a long, hard climb. We are at a period when we must quickly restage the available resources and move on.

Today, difficult as our problems may seem, we are much better prepared to proceed. Because of our past struggles, we know better what the future will demand. We know how to value forward-looking leadership; we have crafted organized mechanisms to meld our resources into a critical mass for effective action. We realize the value of research data that ties action to knowledge rather than to guesswork. Above all, because of the complexities of preparing teachers for a society emerging from a period of upheaval, we should realize the need to open up the process of preparation to new partners and new procedures.

This sounds like a big order and so it is. It is the kind of order that surely this body can take in stride. Where else can there be assembled such a group of professionals who have devoted their lives to preparing teachers? We know how difficult the task is. We know how hard it is to engage the interest and support of others not as directly involved in the day-to-day work of teacher education.

If we who are engaged in preparing personnel for the schools address the questions of the future with less than full certainty, we must yet do so with an air of confidence. We do not know all the answers, but certainly we should be about the exciting work, for we are in a field where solutions are to be found. Our future, the kind of teacher education needed for the schools of tomorrow, is ahead. Important work needs to be done by our institutions, our organizations, and ourselves. It can only be done by individuals with high morale and a strong belief that they have society's most important calling.

My purpose to now has been to shake out of our busy and complex profession half a dozen factors that are, in my view, important parts of our common base of experience and critical to the next steps in teacher education. I am counting on your identifying yourselves with my analysis—either in agreement or for future debate.

Beyond the upheaval that has so changed our traditional societal and professional ground rules, where do we professional teacher educators go from here? Certainly by this February 1972 we should be thoroughly shaken out of any semblance of complacency. For those too wedded to "the" way of preparing teachers or who find the pace too swift, the action in teacher education will soon pass them by. On the other hand, for those who have been looking forward to new visibility for our efforts and who have confidence in new configurations of study and experience, an exciting time is at hand. What exactly?

Let us consider some five targets for future professional action.

Greater involvement with actual school situations will most assuredly be a hallmark of organized teacher education programs of the future. Every effort to study this possibility brings an enthusiastic response from the prospective teacher. The opportunity to work closely with boys and girls in a real, live educational scene gives meaning to the preparatory program. It is an opportunity to check the theoretical discussions of the college and university classroom with the real world of the practicing teacher. It can either build confidence or help those students with marginal commitment decide that teaching is not for them.

Currently planned teacher renewal sites and teacher centers, the next national thrust of the U. S. Office of Education, build on the concept of utilizing the schools and the communities these centers will serve as proper partners for colleges and universities. Together they can provide appropriate experiences in the education of teachers. Closely associated with the involvement of schools in teacher education is the concept of the career-long development of teachers. Faced with the lightning rapidity of professional and social change, teacher education can ill afford to see itself as a one-shot affair culminating in a baccalaureate degree. It suggests, moreover, that, increasingly, inservice education will be based on school and teacher needs rather than on arbitrary faculty decisions at a neighboring collegiate institution.

The developing concepts of the renewal site strategy are provocative ones and should challenge all of us in collegiate teacher education. The value of a direct laboratory component for teacher education has long been considered the heart of our programs. The new ingredients here are not only an increase in actual time devoted to such experience but the new responsibilities assumed by these schools and communities in tandem with the higher education faculties and institutions. Here is an opportunity for new resources for teacher education. Here are new variables that open up possibilities for new program configurations, for new flexibility. What we are moving toward, hopefully, is a

new principle of parity among the colleges and universities, the schools and the community. This seems a logical and useful extension of measures already well documented to spread the base of participation in teacher education.

The consortium approach to teacher education, involving as it does schools, colleges, state departments of education, and communities, has been an innovation of forward-looking programs for some time. The Multi-institutional Student Teaching Center in Kanawha County, West Virginia, received the AACTE's Distinguished Achievement Award in 1970. This program, involving seven institutions of higher education, a county school system, the State Department of Education, the community, and professional organizations, provides a valuable prototype for the teaching center idea; another cooperative teacher center is in operation at the other end of the continent—a consortium headed up at Central Washington State College. Both exemplify a growing movement among AACTE member institutions around the nation. The federal government's support of this concept will bring new resources and visibility to cooperative planning and implementation of teacher education programs.

The ivied towers of our colleges have too long been identified as physically and philosophically removed from the "nitty gritty" of elementary and secondary school classroom problems. A working relationship between two agencies is proposed, both of which have significant contributions to make. College professors of methods and educational theory are going to be called upon to test and weigh their views in the market place of the classroom. Donald Arnstine puts it this way:

> Faculties who will not deal with the practical problems of teaching, learning, and growing up, and who avoid the places where these events occur, should not be in the business of teacher education.[9]

The way is opening up for the use of new resources to make the education of new teachers more meaningful and more directly associated with the schools, where the action is. The higher education community must assume its rightful role in this process. Too much experience and knowledge reside at the college level to bypass them in these discussions. The time is already late for effective input to the renewal plans from the college community, but indications are emerging which suggest an awareness of the need for balanced discussion of the development. Openness is required by all of us, and I am pleased to note that the leadership of AACTE has been working effectively on behalf of higher education's role to bring about a meaningful dialogue and a constructive, action-oriented approach.

A basic requirement for success in this development is communication between teachers, citizens, and professors. That calls for the involvement of higher education institutions in the towns and cities they

serve. Colleges and universities need such involvement in all aspects of their curriculums. Teacher education can provide them with the door through which service to the community as well as support from constituencies can effectively pass in both directions.

Teachers in the schools today are our former students, honored graduates from our institutions. We have a personal and professional stake in their success. Yet, for the most part, we do not follow their careers, nor cycle back into our programs evaluations of their success or failure. These men and women, along with the parents of their pupils, make up the citizenry through whom societal and educational change can be realized. We should welcome the closer relationships proposed in teacher centers. Could it be that our oft-expressed interest in, and concern for, the schools and parents and their children is mere talk? I do not believe so. We have at hand a proposal to place our actions and not just our words on the line. We must not fail to take full advantage of that opportunity, we must not shortchange our ideals.

Educating teachers in close contact with the people they serve offers new opportunities to provide multicultural experiences for prospective school personnel. These assist our society in its deeper democratization.

The "melting pot" theory of society is no longer acceptable to a nation made up of diverse races, cultures, and ethnic origins. The teacher must not only be at home in his or her own cultural background but must be deeply sensitive to the varied cultural strains running through our society.

Where and how can prospective teachers obtain this knowledge and develop these understandings? Certainly the college and university provide a setting of freedom and scholarly resources of high importance. The institution of higher education needs, however, that "door into the community" for true multicultural education to flourish.

Once we fully accept the idea of collegiate-based teacher education with doors into and out of the communities served, think of the possibilities it points to for general as well as professional education. Think of its significance, beyond national boundaries, and of the benefits a multinational and multicultural approach would bring.

Closely associated with shared responsibility for teacher education is the promise implicit in performance-based teacher education. I identify this as our second target. Stimulated by study of a systems-approach to teacher education, performance-based programs require that the student

> . . . either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, . . . the training institution is itself held accountable for producing able teachers. Emphasis is on demonstrated product or output.[9]

The revolutionary ideas in this approach to teacher education are a vital part of the newly revised accreditation standards for teacher education [10] and are consistent with closer relationship with the schools, teachers, and communities. There is pressure on all programs, whether collegiate-based or not, to answer the question: Does participation really make a difference in how the teacher handles his or her opportunity to teach boys and girls? If this is to be the direction of the future, we can see how important it is to know what happens in the classroom. It will require the use of research and evaluative techniques most college and university programs only talk about.

Performance-based teacher education, sporadic and scattered as it is, has the potential for restructuring the education of teachers. It bespeaks the emerging future and points the way for teacher education. A significant number of AACTE member colleges and universities have already committed their teacher education programs to performance-based goals and are now going all-out to forge a new approach to preparing teachers.

Inherent in all we have considered for the future is the call for better quality. Target three will settle for nothing less than excellence in the quality of the teacher education student and his preparation experience. Too frequently in the past we have been caught up in the pressure to turn out numbers and have compromised our need for the best.

There is a need for more information about teaching. What competencies do good teachers have? Once we can agree on what these are, we must debate how to assess whether our graduates possess them. A tall order. One of the intriguing aspects of the performance-based movement is that it will help search out answers. What the future will not tolerate is the waste of our human resources. The schools of tomorrow are going to demand a wide variety of knowledge, perspectives, and skills, and this squarely places on teacher education the responsibility to develop young men and women drawn from society's full range of economic, social, racial, and ethnic backgrounds.

As greater selectivity is practiced, it follows that programs of education and training will be more seriously evaluated by students, governing boards, the teaching profession, and the public at large. So-so courses and programs just won't do. Beyond the upheaval, nothing but well-planned and precisely executed programs will suffice. The writing on the wall is clear for all of us to see!

Along with our concern for preparation improvement goes a responsibility to champion exemplary teaching in our own programs. Much evidence exists that teachers tend to teach as they have been taught. With the present emphasis on the effectiveness of our graduates, can we do less than insist on quality performance by ourselves and our colleagues? How many of us have really heeded the recent research

on teaching effectiveness, how many have applied the media as aids in our own teaching?

Teaching should be the stock in trade of every preparation program. In our continuing struggle to maintain prestige and influence within the institution we serve, can we do better than be recognized by student and colleague alike as *a good teacher?*

A faculty made up of good teachers who are students of teaching as well, becomes, in a sense, a teaching center within academia. The benefits of the interinvolvements that would surely ensue could give new strength and viability to baccalaureate education. They could enable teacher education to take a central position of service and leadership on the campus.

Closely associated with our long-time effort at quality control of preparation programs has been accreditation, our fourth target. Currently the National Council for Accreditation of Teacher Education (NCATE) is administering an influential program of evaluation of college and university efforts in teacher education. Probably more than in any other field of accreditation, time, effort, and financial resources are being directed to evaluating efforts based on the standards that all segments of the profession have contributed to in recent years. Nowhere is the complexity of the process of teacher preparation made as evident as it is in accreditation. The philosophical problems, the budgetary, political and educational problems, all come together in accreditation. It is a tribute to our profession and to the National Council that it has been able to serve the field and the current accredited listing of 498 colleges and universities.

Problems are appearing, however, that will warrant our careful attention in the time immediately ahead. In the first place, the entire concept of professional and institutional control of accreditation is being challenged.[10] The increasing amount of federal aid being made available to educational institutions and agencies demands that criteria be established to guide in its distribution. The federal government has identified accredited status as a useful device. The fact that accreditation was not devised for use in this way has not hindered the governmental involvement in accreditation. At the present time, however, because of accreditation's frequent inadequacy to handle tasks it was never intended to fulfill in the first place, there is serious pressure building up inside the federal bureaucracy for restructuring accreditation to give the government a more important role. This proposed move away from the traditional posture of the federal government, namely, avoidance of entanglements with control of education, offers the prospect of substantial problems not only for accreditation, but for all of higher education's time-honored efforts to govern itself.

Non-governmental accreditation is a unique part of American education. It has been a valued part of our

processes of governance and undoubtedly deserves careful consideration before it is summarily dismissed. We in teacher education who have committed so much to accreditation would seem to have a special responsibility in the determination of its future.

Several possible reforms of teacher education's accreditation and of NCATE seem worthy of consideration. They pose questions such as these:

- Is the current structure adequate in the light of widened participation in teacher preparatory programs? If the schools and the community are to be involved shouldn't their efforts be incorporated into the purview of the accrediting agency?
- Do the criteria used in evaluation discriminate sufficiently well between the good and the less worthy? Despite the advanced state of teacher education standards, there is still a lack of research data to allay all our concern.
- How does one judge performance of graduates? Here again the need for research is evident. While awaiting new data, we should be applying that which we already know, meager though it is.
- How is the effort to be financed? The resources of the current constituency of NCATE are already stretched to the breaking point. Either new sources of support or a new concept of the depth and frequency of evaluations seems indicated.

These are but a few of the questions now surfacing in relation to accreditation. Then there is the nagging thought that perhaps accreditation has already made its contribution to teacher education—that maybe our field is now sophisticated and disciplined enough to stimulate and control itself by other means and so free badly-needed resources for other more innovative and imaginative efforts.

Accreditation will persist as a problem in teacher education for the next decade, just as it has during the past quarter of a century. We need to take a new look at our perennial problem in light of the changes that are on the horizon. AACTE should take the initiative in establishing a task force to look broadly at the whole emerging field of teacher education and to chart a viable procedure for governance of future programs.

As we reviewed possible new directions for institutionalized programs of teacher preparation there has been an ingredient common to each of them—research. This is our fifth target. The preparation of teachers is not a field for armchair philosophers. We need to base ourselves on demonstrable evidence. We need an undergirding of research, one that can be instrumental in setting directions and evaluating results.

Its data and insights will not only help to meet the demand for a more effective accounting of our efforts in preparing teachers but will also provide new tools for curriculum planning.

Fortunately, the prototypes for future research are already at hand. Specialists in education research centers at colleges and universities are

demonstrating the effective use of new techniques in planning and in the development of materials and program components for preparing personnel. At the heart of the researchers' approach to teacher education is the systems concept. This provides procedures for study and analysis which, in turn, enable the emerging programs to reflect changes which have been shown to be effective.

The Research and Development Center for Teacher Education at the University of Texas provides a valuable preview of the resources which the future must provide teacher education. At this center, a staff of research specialists, supplemented by support staff and the latest technical equipment, are evolving a new and exciting Personalized Teacher Education program. A theoretical approach to teacher preparation is being translated into a system of education which is being studied and analyzed as it develops. Fourteen colleges and universities of the AACTE membership are serving as experimental sites for one or more of the systems components.

The AACTE membership stands before the challenge to arrange cooperative approaches necessary to effectively conceptualize and carry out research-based developments in teacher education. While some institutions will have the capacity and resources to conduct the more sophisticated research, *all* will have the responsibility to understand, to utilize, and to experiment with the results. Whether it be Personalized Teacher Education or some other approach to our field, the researcher and his skill in analyzing and studying our programs will be essential components in teacher education programs of tomorrow.

Colleges and universities have an important role in organizing this needed research, much of which will, of necessity, be done in the field. Each institution is also going to need a caliber of research that is largely lacking at the present time. Data regarding the effectiveness of institutional programs are a must, as are efforts to maintain continuing contact with graduates in order to evaluate their success once they are in full-time school positions. The input of such data back into the system of teacher education will be a valuable tool to keep our programs sharp, useful, and in touch with school needs.

Continuing attention of scholars to the questions of teaching and learning will be a necessary and important reminder of what teacher education is all about —children and adults succeeding in learning new attitudes, new values, and new abilities by dint of a teacher's efforts.

As we think back over the issues and opportunities selected for emphasis here, it is clear that the job ahead is a big one. My basic assumption is that teachers are the critical agent in the educative process; further, that educational personnel can be trained to do their task; and that it is a challenge to each of us, in concert

with our associates everywhere and with others perhaps yet unidentified, to work together to provide our nation with the professional leadership its schools need.

To do all this we need confidence in our own ability to renew ourselves and our institutions, agencies, and organizations in a way that will assure our fellow men that, beyond the upheaval of today, our children and our children's children will have the kind of teachers, schools, and education that will enable them to face future societal upheavals with assurance.

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The Hunt Lectures

1960 – The Dimensions of Professional Leadership
Laurence DeFee Haskew

1961 – Revolution in Instruction
Lindley P. Stiles

1962 – Imperatives for Excellence in Teacher Education
J. W. Maucker

1963 – Africa, Teacher Education, and the United States
Karl W. Bigelow

1964 – The Certification of Teachers: The Restricted State Approved Program Approach
James B. Conant

1965 – Perspective on Action in Teacher Education
Florence B. Stratemeyer

1966 – Leadership for Intellectual Freedom in Higher Education
Willard B. Spalding

1967 – Tradition and Innovation in Teacher Education
Rev. Charles F. Donovan, S. J.

1968 – Teachers: The Need and the Task
Felix C. Robb

1969 – A Consumer's Hopes and Dreams for Teacher Education
Elizabeth D. Koontz

1970 – Realignments for Teacher Education
Fred T. Wilhelms

1971 – The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education
Evan R. Collins